

# Childminder Report

**Inspection date**

14 June 2016

Previous inspection date

28 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides a warm and relaxing environment. She builds strong attachments with the children, which helps them to feel confident and emotionally secure.
- Children learn how to keep themselves safe, such as knowing not to run around indoors. The childminder uses risk assessments to monitor and remove hazards and is vigilant in her supervision of children to keep them safe.
- Children are eager to learn and be involved in activities. They develop positive attitudes towards learning and make good progress from their starting points.
- The childminder is a good role model. She praises children for positive behaviour, such as, sharing, taking turns and good manners. As a result, children behave very well and play happily together.
- Children's good health is effectively promoted through positive hygiene routines. The childminder makes use of her garden, the local parks and toddler groups to help children be physically active and enjoy exercise.
- Self-evaluation is used well to build on strengths in the childminder's practice and identify training needs to hone her knowledge and skills.

### It is not yet outstanding because:

- The childminder does not always give children enough time to share their thoughts and ideas in response to questions she asks.
- The childminder is not alert to weaving mathematics purposefully into children's play as they learn to estimate how many objects there are in a group and consider concepts, such as one more or one less.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- support children in expressing their thoughts and ideas, giving them time to respond to questions posed and suggestions made about their activities and play
- make use of the spontaneous opportunities in children's play to reinforce their growing awareness of estimating the numbers of objects in a group in a way that is meaningful to them.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, discussed safeguarding knowledge and took account of the childminder's self-evaluation.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents, as recorded in written reference letters and questionnaires.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.

### Inspector

Joanne Barnett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about child protection procedures, including where to seek advice and raise any concerns she may have. She maintains a comprehensive range of policies which underpins her practice and which is shared and discussed with parents. All adults in the household have had their suitability checked and visitors are asked to sign in and out of her home as part of her commitment to keeping children safe. The childminder attends regular training to keep abreast of current practice and government legislation. The childminder seeks the views and opinions of parents and children as part of her process for continuous improvement. Parents comment very positively on the good quality care and learning opportunities that the childminder provides.

### Quality of teaching, learning and assessment is good

The childminder effectively monitors and tracks children's learning and development through regular observations and accurate assessment. She looks at realistic next steps that are unique to the children to ensure any gaps in learning are addressed. The childminder talks to parents from the start and keeps them well informed of their children's progress. Children play outside daily and visit places of interest in the community. They learn to mix with other children, building on their confidence and social skills. Children are engaged in role play and delight in using their imagination to create events. For example, they take the chairs outside in the garden and pretend that they are on a train journey or a rocket to the stars. The childminder promotes children's communication and language skills as she talks to the children constantly about what they are doing. Children's literacy skills are developing well. For example, they enjoy sharing stories and begin to understand that print has meaning.

### Personal development, behaviour and welfare are good

The children are comfortable with the childminder as they have a relaxed and positive relationship with her. For example, the childminder encourages and praises the children, giving them a sense of pride in their achievement. The childminder teaches children about keeping safe in the sun. They explain that they must have sun lotion on before going outdoors so that their skin does not burn. She also ensures that children wash their hands before eating and after using the bathroom. She explains to them how this is, to help reduce the risk of the spread of infection. Children learn about healthy eating and making better choices about their foods. For example, they decide which fruit to have at snack time and prepare the watermelon to eat in the garden with their friends.

### Outcomes for children are good

All children are developing the skills they need to support their future learning and their readiness for school. They are creative in their art and role play and make independent choices about their play, using the well-presented resources freely. They are eager, motivated learners, developing their confidence and self-assurance which are demonstrated through their active play and in the good progress they are making.

## Setting details

<b>Unique reference number</b>	136585
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1040071
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 September 2011
<b>Telephone number</b>	

The childminder registered in 1996 and lives in Beckenham, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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